

Little Jo's Day Nursery

Little Jo's Nursery, 35 Doncaster Road, BARNSELEY, South Yorkshire, S70 1TH



Inspection date	21 January 2016
Previous inspection date	14 February 2011

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Staff have highly effective working partnerships with other early years professionals and outside agencies. There are excellent strategies in place to ensure that information is exchanged in a timely manner. This helps them to identify and provide superb support aimed at helping children make excellent progress from their starting points.
- Staff are very well deployed and a qualified first-aider is always within close proximity of all children.
- Parents are keen to share their opinions of the setting and talk very highly of the quality of their children's care and learning. They talk about the extent to which staff go to support them through difficult times and ensure their children get the support they need.
- Staff sensitively gather precise information from parents and/or carers about children's abilities before they start. They also seek their contributions when completing the progress check for children between the ages of two and three years.
- Well-qualified and experienced staff use a wide range of teaching strategies to develop and extend children's communication and language skills. All children, including disabled children and those with special educational needs, and those who speak English as an additional language, become confident communicators.
- Staff are focused on helping children to learn about and understand how diverse the society is in which they live. As a result, children quickly learn to respect similarities and differences between themselves and others.
- The utmost priority is given to helping children leave the setting with the skills they need to prepare them for school and future learning. Children are confident, independent and highly motivated learners.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- consider how to eliminate disruptions from others so that children's high level of concentration is maintained.

Inspection activities

- The inspector observed the quality of children's experiences during activities indoors and outdoors, and assessed the impact this has on their development.
- The inspector discussed the quality of staff's interactions with children.
- The inspector held a meeting with the manager and nominated person. She looked at relevant documentation, such as the setting's self-evaluation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

Inspector

June Rice

Inspection findings

Effectiveness of the leadership and management is outstanding

Safeguarding is effective. Staff are extremely confident in their ability to take appropriate action to help keep children safe and protect them from harm. Risk assessments are well embedded and include monitoring all accidents and injuries. Swift action is taken to reduce or eliminate risks to children. Recruitment and vetting procedures are robust. Leaders and managers reflect rigorously on the quality of teaching and learning in order to maintain outstanding practice. Leaders take decisive action to resolve any issues raised by parents and to enhance their practice. Following the last inspection, staff have refined how they use children's next steps in learning. This has contributed significantly towards ensuring children's individual learning needs are exceptionally well planned for. The links with other settings have also become firmly established and help to ensure that the education provided complements what children are learning elsewhere.

Quality of teaching, learning and assessment is outstanding

Expert staff make precise assessments of children's progress from the day they start. Children of all ages and stages of development are very highly motivated and show an eagerness to learn through a wealth of learning experiences. Young babies use their senses to explore wet and dry sand. They listen to the rain and feel the wind in their face. They show intrigue as their attention is drawn to marks in the sand. Children are exceptionally well focused. They keenly follow their own interests and staff are always on hand to build on what they are doing. Children carefully pronounce letters and gradually build a word. They explore how magnets work and genuinely enjoy making music and singing. Staff recognise a need to ensure occasional disruptions do not affect this high level of concentration. Some children use interactive visual equipment to build on their understanding of the story they have read. Other children confidently talk about colours and shapes as they paint and draw.

Personal development, behaviour and welfare are outstanding

Staff have very strong relationships with children and their families and this helps to secure children's regular attendance. The key-person system includes an additional member of staff. This helps children form a genuine bond with a familiar person who provides them with a settled relationship when their key person is away. Staff have consistently high expectations of all children. They sensitively support and help them to consider how others may feel and plan activities that encourage children to work together. Children are very active in an environment that fully promotes their independence. They learn how to assess their own risks and quickly become competent at controlling their bodies as they use large equipment to climb and balance. Children confidently select and use tools, such as scissors. Babies turn their head on hearing their name and are reassured as they take sideward steps towards the sound.

Outcomes for children are outstanding

Additional funding is used excellently to help provide additional support for the children who need it. Leaders very competently demonstrate that any differences between outcomes in different groups of children, or areas of learning, are rapidly closing.

Setting details

Unique reference number	EY347796
Local authority	Barnsley
Inspection number	863204
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	65
Number of children on roll	82
Name of provider	Karina Louise Jackson
Date of previous inspection	14 February 2011
Telephone number	01226 779199

Little Jo's Day Nursery was registered in 2002. The nursery employs 15 members of childcare staff. All staff hold appropriate early years qualifications at level 3 or above, including one with Qualified Teacher Status. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides care for disabled children and those with special educational needs, and children who speak English as an additional language. The nursery also provides funded early education for two-, three- and four-year-old children.

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